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**PSHE (Life Skills) Policy**

Date adopted: March 2025

Signed by Chair of Governors:D . Baldwin

Signed by Headteacher: K. Thompson

Date of review: March 2026

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**Statement of intent**

At Percy Main Primary we are committed to providing a broad and balanced curriculum that promotes pupils’ spiritual, moral, cultural, mental, and physical development, and prepares them for the opportunities, responsibilities, and experiences of later life.

We believe that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community.

The vision for pupils, staff and other members of the school community is to always look to achieve our personal best in every aspect of school life.

1. **Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

* Education Act 1996
* Education Act 2002
* Children and Social Work Act 2017
* DfE (2014) ‘National curriculum in England: framework for key stages 1 to 4’
* DfE (2022) ‘Personal, social, health and economic (PSHE) education’
* DfE (2021) DfE (2019) ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’
* DfE (2024) ‘Keeping children safe in education 2024’ (KCSIE)

This policy operates in conjunction with the following school policies:

* Primary Relationships and Health Education Policy
* Child Protection and Safeguarding Policy
* Complaints Procedures Policy

1. **Roles and responsibilities**

The governing board is responsible for:

* Ensuring the school’s PSHE Policy is implemented effectively.
* Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

The headteacher is responsible for:

* Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.
* Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
* Upholding fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
* Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
* Ensuring that PSHE teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject.
* Facilitating the day-to-day implementation and management of the PSHE Policy.
* Reviewing the PSHE Policy annually.
* Handling complaints regarding this policy, as outlined in the school’s Complaints Procedures Policy.

The PSHE leader is responsible for:

* Leading, managing and developing the school’s provision in the subject area.
* Promoting and implementing the school’s Equality, Equity, Diversity and Inclusion Policy at all times.
* Promoting and safeguarding the welfare of all pupils at all times.
* Liaising with other staff and professional agencies to devise a suitable scheme of work to ensure the PSHE curriculum is comprehensive and extensive.
* Ensuring the curriculum is inclusive and enables all pupils to achieve their full potential.
* Acting as a positive role model for all pupils and staff members.

1. **Aims and structure of the PSHE curriculum**

The school will seek to use PSHE to build, where appropriate, on the statutory content outlined in curriculum guidance documents on:

* Drug education.
* Financial education.
* Sex and relationship education (SRE).
* The importance of physical activity and diet for a healthy lifestyle.

The school recognises that it is now a statutory requirement to teach much of PSHE education via the statutory content – often referred to as RSHE – covering relationships education at key stages 1 and 2.

The PSHE subject leader will work closely with their colleagues in these curriculum areas and ensure that content is planned and taught in line with the following policies:

* Primary Relationships and Health Education Policy.

The school’s PSHE curriculum will also cover economic wellbeing, careers and enterprise education, and personal safety, including assessing and managing risk, as vital parts of the school’s PSHE curriculum.

PSHE complements several other curriculum subjects; therefore, where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

**Curriculum organisation**

PSHE education will address both pupils’ current experiences and preparation for their future. The programme of study will therefore provide a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.

Through effective organisation and delivery of PSHE, the school will ensure that:

* Core knowledge is sectioned into units of a manageable size.
* The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
* Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The PSHE programme will be delivered by appropriately trained members of staff through a variety of opportunities including:

* Designated PSHE time as part of a spiral curriculum
* Circle time
* Use of external agencies and services
* School ethos
* Small group work
* Cross-curricular links
* Assemblies
* Enrichment days or weeks
* Residential trips

The school will use direct teaching via timetabled lessons to teach PSHE. Pupils will be taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils’ opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

PSHE lessons will be tailored to the pupils being taught, with consideration of:

* Pupils’ ability.
* Pupils’ age.
* Pupils’ current knowledge on and readiness to learn about the topic being covered.
* Pupils’ cultural backgrounds.
* Pupils with EAL.
* Pupils with SEND or other needs.

The school will deliver relationships and health education as part of its timetabled PSHE programme, with due regard to the school’s Primary Relationships and Health Education Policy.

1. **Programme of study**

We are members of the PSHE Association and have followed their advice in developing our own PSHE curriculum and improve the quality of teaching. Appendix 1 outlines the units covered per year group.

Our programme of study sets out learning opportunities for key stages 1 and 2, based on three core themes as advised by the PSHE Association:

1. Health and wellbeing
2. Relationships
3. Living in the wider world

The school will set the same high expectations of the quality of pupils’ work in PSHE as for other areas of the curriculum. A strong PSHE curriculum will be developed to build on the knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention.

Pupils’ knowledge and understanding will be assessed through formative assessment methods such as written tasks, discussion groups and quizzes in order to monitor progress.

1. **Withdrawal from lessons**

The school will always recognise that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSHE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made in writing to the headteacher.

Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will inform parents of the benefits of their child receiving sex education and any detrimental effects that withdrawal might have. All discussions with parents will be documented. These records will be kept securely in the school office in line with the school’s Records Management Policy.

Pupils who are withdrawn from sex education will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a pupil with SEND, the headteacher will take the pupils’ specific needs into account when making their decision.

1. **Equality and accessibility**

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics.

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for some pupils based on their protected characteristics.

The school will design the PSHE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. having SEND or being LGBTQ+.

Teachers will understand that they may need to liaise with the SENCO and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.

1. **Safeguarding**

The school recognises the role it plays in preventative education and will ensure that pupils are taught about how to keep themselves and others safe, including online.

The school will implement a whole-school approach to PSHE that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobia, transphobia, and sexual violence and harassment.

Teaching will be tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse and pupils with SEND.

Confidentiality within the classroom will be an important component of PSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school’s Pupil Confidentiality Policy.

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school’s Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

PSHE teachers will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

The DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum.

1. **Monitoring and review**

This policy will be reviewed by the headteacher/PSHE leader on an annual basis. Any changes to this policy will be communicated to all staff and other relevant parties.

The next scheduled review date for this policy is March 2026.

Life Skills Long Term Plan  2024 2025



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|  | **Autumn 1** | **Autumn 2** | **Spring1** | **Spring2** | **Summer1** | **Summer2** |
| **Year One** | **Relationships**  **Communicate and Regulate**  • say what makes them an individual, developing self awareness and self-esteem;  • Skill development - listening, discussion, negotiation, teamwork, communication.  • Recognise and name different emotions, how to share feelings, identify feelings from facial expressions and body language;  • Strategies to use to manage big feelings  • understand the importance of sharing their thoughts and feelings respectfully.  Replace with Communicate and Regulate | **Health and Wellbeing**  **It’s My Body**  describe their daily bedtime routine;  • explain what happens if you do not exercise regularly;  • explain that other people have rights for their own body;  • list some foods that are good to have once a week;  • identify hazard signs that mean something is dangerous;  • explain what germs are and why people need to keep clean. | **Health and Wellbeing**  **Aiming High**  identify star qualities in others;  • give examples of positive learning attitude statements;  • identify attributes they have that would suit them to a desired job;   • challenge stereotypes;  • discuss their ambitions; • identify ways next year will be different and explain why they think this | **Relationships**  **TEAM**  • show the teams they belong to through pictures, name these teams and explain how it feels to be a part of the team;  • create a picture by using good listening to follow instructions;   • create a chain of kindness by thinking of their own idea of a way to be kind;  • draw or write ways to deal with teasing or bullying behaviour;  • sort thoughts given into helpful and not-so-helpful thought categories;  • draw a picture to show a time they made a good choice and to write what happened next. | **Living in the Wider World**  **Britain**  • describe how they can help groups and communities they belong to;  • recognise choices can have negative and positive consequences; • explain some consequences of negative and positive choices;  • talk about why helping their neighbourhood is important;  • describe different aspects of living in Britain;  • give reasons why it is important to have differences;  • identify famous British people, places and events;  • explain what famous British people, places and events tell them about being British. | **Living in the Wider World**  **Money Matters**  • explain ways we can save money;  • identify why it is important to keep money safe;  • explain why it is important to keep our belongings safe;  • discuss ways we can keep track of money we spend. |
| **Year Two** | **Health and Wellbeing**  **Think Positive**  identify and discuss feelings and emotions, using simple terms;  • describe things that make them feel happy and unhappy;  • understand that they have a choice about how to react to things that happen;  • talk about personal achievements and goals;  • describe difficult feelings and what might cause these feelings;  • discuss things for which they are thankful;  • focus on an activity, remaining calm and still. | **Health and Wellbeing**  **Safety First**  • identify some everyday dangers;  • understand some basic rules that help keep people safe;  • know what to do if they feel in danger;  • identify some dangers in the home;  • identify some dangers outside;  • know that their private body parts are private;  • recall the number to call in an emergency;  • list some people who can help them stay safe. | **Relationships**  **Growing Up**  • consider the best thing to do in a given scenario;  • explain what ‘unique’ means and consider what makes them unique;  • show respect for others’ likes and dislikes;   • show an understanding of the need to get to know a person before making assumptions about them;  • describe physical changes humans go through as they grow up;  • show an understanding of how our responsibilities change as we grow;   • discuss how certain changes in people’s lives can make them feel. | **Relationships**  **VIPs**  • identify who the special people in their lives are and explain why they are important to them;  • explain why having a family network is important;  • know what makes someone a good friend and demonstrate these qualities;  • put positive resolution techniques into practice;   • cooperate with others to complete a task;  • identify several ways to show others they care and understand the importance of doing this. | **Living in the Wider World**  **One World**  • describe how family life in different countries can be the same as and different from their own;  • think about what children might do in homes around the world;  • describe what it is like to go to school in different countries and identify similarities to and differences from theirs;  • think about how the environment affects people’s daily life;  • discuss the environmental problems of the over use and misuse of natural resources;  • explain why it is important to care for the earth and discuss ways this can be done. | **Living in the wider world – Media literacy & digital resilience**  Project EVOLVE unit Online Relationships  Recognise some ways in which the internet can be used to communicate  Give examples of how I (might) use technology to communicate with people I know  Give examples of when I should ask permission to do something online and explain why this is important  Explain why it is important to be considerate and kind to people online and to respect their choices  Identify who can help me if something happens online without my consent. |
| **Year Three** | **Health and Wellbeing**  **Aiming High**   * identify skills and attributes that are useful in many roles; * identify elements of a growth mindset; * identify and challenge stereotypes; * discuss goals they could set to work towards their ambitions; * discuss challenges many people face and how some people overcome these. | **Health and Wellbeing**  **It’s My Body**   * list some of the effects of sleep deprivation; * explain the effect of exercise on the heart; * know how to get help for themselves or another in the case of serious problems; * explain why eating a balanced diet is important; * know how to check medicine instructions; * know how to inhibit the spread of germs. | **Relationships**  **COMMUNICATE AND REGULATE**  • identify their own strengths, developing self-awareness and self-esteem;  • explain that how they are feeling on the inside can affect their facial expressions and body language, importance of expressing feelings, how intensity of feelings can change over time  • identify and begin to implement strategies to help them cope with uncomfortable feelings;   • begin to demonstrate appropriately assertive behaviour;  • Skill development - listening, discussion, negotiation, teamwork, communication. | **Living in the Wider World**  **Diverse Britain**  • describe the benefits of living in a diverse and multicultural society;  • understand why democracy is important;  • identify how rules and laws help them;  • identify the rights of the British people;  • describe what being British means to others. | **Living in the Wider World**  **Money Matters**  • discuss some of the consequences of debt; • talk about the importance of prioritising our spending;   • discuss advertisements that try to influence what we buy;  • explain why it is important to keep track of what we spend. | **Relationships**  **TEAM**  • work with a partner to write down a change that has come with starting in Year 3;  • create a role play about a team scenario;  • read clues and work as a team to solve a crime;   • identify a feeling and how it is expressed;  • show the resolution to a dispute through pictures;  • create a list of ‘Pass It On’ ideas. |
| **Year Four** | **Health and Wellbeing**  **MELVA programme**  •understand that it is important to look after our mental health, discussing worries and anxiety;   • recognise and describe a range of positive and negative emotions, discussing how your niggling voice can be a positive or negative influence;  • recognise the influence of other people on how we feel about ourselves   • develop practical ways to manage a physical response to worries;  •recognise the difference between fight, flight and freeze fear responses;   •Recognise and communicate practical ways adults can help young people manage their worrits; | **Living in the Wider World**  **One World**  • give reasons for similarities and differences between people’s lives;  • detail if they feel something is fair or not;  • give reasons for their own opinions;   • recognise how their actions impact on people in different countries;  • discuss climate change in terms of what it is and its effects;  • explain how organisations help people in need. | **Media literacy & digital resilience - Project Evolve Unit - Online Relationships**  Explain what it means to ‘know someone’ online and why this might be different from knowing someone offline;  Explain what is meant by ‘trusting someone online’, why this is different from ‘liking someone online’, and why it is important to be careful about who to trust online including what information and content they are trusted with;  Give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours;  Explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos;  Explain how someone can get help if they are having problems and identify when to tell a trusted adult. | **Relationships**  **VIPs -**  • discuss how our attitudes impact new friendships being made;  • create a plan for being an anonymous friend over the course of a week;  • reflect on the different characters in the dares story and discuss the different outcomes for each character;  • work together to create a role play about positive resolution techniques; • create a poster with ideas to help someone who is being bullied | **Health and Wellbeing**  **Safety First**  •discuss things they can do independently that they used to need help with;  • describe what a dare is and identify situations involving peer pressure;  • know when to seek help in risky or dangerous situations;  • identify and discuss some school rules for staying safe and healthy;  • list some of the dangers we face when we use the road;  • describe drugs, cigarettes and alcohol in basic terms; | **Relationships**  **TEAM**  • demonstrate successful teamwork skills;  • disagree respectfully;  • reflect on their own collaborative working skills;  • make compromises;  • demonstrate ways to care for others within the team;  • discuss the importance and consequences of carrying out shared responsibilities within the class team. |
| **Year Five** | **Health and Wellbeing**  **Aiming High**  identify skills and attributes that are useful in many roles;   • identify their preferred learning style;  • identify potential barriers to success;  • identify opportunities that might be available to them in the future;  • identify and challenge stereotypes;   • explain what is meant by innovation and enterprise;  • discuss goals they could set to work towards their ambitions;  • understand the different roles within a team; | **Health and Wellbeing**  **It’s My Body**  •define consent and autonomy;  • identify the implications of not getting enough sleep;   • understand why they need to change some of their habits and routines as they get older;  • identify where the pressure to try harmful substances might come from;   • understand that many images seen in the media are artificially enhanced;  • identify some factors that influence the choices they make about their bodies;  • understand that the choices they make about their bodies have consequences. | **Living in the Wider World**  **Diverse Britain**  • identify ways of showing respect to people of all faiths and ethnicities;  • explain what it means to belong to a community;  • identify how laws help them;  • discuss local government in relation to democracy and human rights;  • discuss national government in relation to democracy and human rights;  • discuss challenges many people face and how some people overcome these. • identify how charities and voluntary groups help meet the needs of all people in the community. | **Relationships**  **Friends Resilience**  • Link emotions with different feelings on our bodies;  • understand how our thoughts and feelings are connected;  • understand a basic brain model;  • Identify helpful and unhelpful thoughts for particular situations;  • Learn how to create coping step plans;  • Understand how we learn from our role models and support team, knowing how to use the FRIENDS skills to help ourselves and others. | **Living in the Wider World**  **Money Matters**  discuss reasons people take financial  risks;  • discuss why advertisers try to influence us;  • talk about how to be a ‘critical consumer’;   • identify how we can compare the value for money of different products;   • discuss how we can make a budget;   • consider why people borrow money and get into debt;  • explain what tax is and the ways we pay it. | **Relationships**  **Growing Up**  • explain what the male and female reproductive body parts are for;  • discuss ways in which people can deal with or overcome emotions experienced during puberty;  • show respect for the differences between different families;  • describe the different types of relationships that exist, without prejudice;  • show an awareness of myths surrounding pregnancy and birth;  • describe the conception and birth of a baby, using some scientific vocabulary. |
| **Year Six** | **Health and Wellbeing**  **Think Positive**  talk about their thoughts, feelings and behaviours;  • identify unhelpful and helpful thoughts;  • suggest outcomes linked to certain thoughts, feelings and actions;  • discuss ways in which positive thinking can be beneficial;   • identify and discuss uncomfortable emotions;  • identify common choices we have to make in life;  • use basic mindfulness techniques, when guided;  • describe what makes a good learner. | **Health and Wellbeing**  **Safety First**  •describe what a dare is and identify situations involving peer pressure;  • know when to seek help in risky or dangerous situations;  • identify and discuss some school rules for staying safe and healthy;  • recall the number to dial in an emergency; | **Relationships**  **VIPs**  • create a list to show different ways we can care for our VIPs;  • show a calming technique on a poster;  • discuss how a disagreement could either be avoided or handled;  • write and explain what to do when feeling pressured;  • identify and discuss which secrets are OK to keep and which need to be shared;  • identify healthy and unhealthy relationships. | **Living in the wider world - Digital literacy and resilience -**  Project Evolve unit - either Health, wellbeing and lifestyle  OR Self-image and identity based on the needs of the children. | **Living in the Wider World**  **One World**  Explain how to be a responsible global citizen;  Describe what can be done to prevent global warming from getting worse;  Explain how energy use can be changed to  help the environment;  Detail the responsible use of water;  Understand the importance of biodiversity;  Describe the impact of their choices for people and places across the world. | **Relationships**  **Growing Up**  Explain how to look after their bodies during puberty;  Name some ways to cope with new or difficult emotions;  Describe some of the ways in which the media fuels the perfect body;  Describe the different types of loving relationships that exist;  Explain the laws around sexual relationships;  Explain what contraception is, how it is used and what it is used for’;  Use a range of key vocabulary when discussing differences in sex, gender identity and sexual orientation;  Use scientific vocabulary to accurately explain how babies are made and how they are born;  Describe the process from contraception to birth and the needs of the foetus. |